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TOWARD THE IMPROVEMENT OF FAMILY LIFE THROUGH EDUCATION.

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SOCIAL CHANGES ARE REFLECTED IN FAMILY LIFE. IN PLANNING A PROGRAM AIMED AT IMPROVING FAMILY LIVING, IT IS IMPERATIVE TO CONSIDER THE EFFECTS OF CHANGES. FAMILIES HAVE MOVED OFF THE FARM, HAVE MOVED FROM PRODUCTION TO CONSUMPTION, HAVE SHIFTED FROM AN ECONOMY OF SCARCITY TO AN ECONOMY OF ABUNDANCE, HAVE BECOME SMALLER, WORK LESS AND LIVE BETTER, ARE ESTABLISHED IN LARGER NUMBERS AND AT YOUNGER AGES, HAVE MORE COMPLEX AND FLEXIBLE ROLES, ARE MORE UNSTABLE, AND MEMBERS HAVE MORE FREEDOM TO BE THEMSELVES. FOR THE PROGRAM TO BE MEANINGFUL IN TERMS OF BEHAVIORAL CHANGE, CONSIDERATION MUST ALSO BE GIVEN TO THE CHARACTERISTICS AND NEEDS OF THOSE BEING TAUGHT AND TO THE DEVELOPMENTAL TASKS THEY NEED TO ACCOMPLISH--(1) ACCEPTING ONE'S CHANGING BODY AND LEARNING TO USE IT EFFECTIVELY, (2) ACHIEVING A SATISFYING AND SOCIALLY ACCEPTED MASCULINE OR FEMININE ROLE, (3) FINDING ONESELF AS A MEMBER OF ONE'S OWN GENERATION IN MORE MATURE RELATIONS WITH ONE'S AGEMATES, (4) ACHIEVING EMOTIONAL INDEPENDENCE OF PARENTS AND OTHER ADULTS, (5) SELECTING AND PREPARING FOR AN OCCUPATION AND ECONOMIC INDEPENDENCE, (6) PREPARING FOR MARRIAGE AND FAMILY LIFE, (7) DEVELOPING INTELLECTUAL SKILLS AND SOCIAL SENSITIVENESS NECESSARY FOR CIVIC COMPETENCE, AND (8) DEVELOPING A WORKABLE PHILOSOPHY OF LIFE THAT MAKES SENSE IN TODAY'S WORLD. CHARACTERISTICS AND NEEDS OF STUDENTS, AGES 11 TO 18, CONCEPTS AND GENERALIZATIONS, CORRESPONDING LEARNING EXPERIENCES, CHECKLISTS AND QUESTIONNAIRES, AND UNIT OUTLINES FOR FAMILY LIVING ARE INCLUDED. THIS ARTICLE IS PUBLISHED IN THE "ILLINOIS TEACHER", VOLUME 2, NUMBER 11. (FP)

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	Page
Changes in American Family Life . .	1
Who is Responsible for Family Life Education	14
Emphases at the Various Levels . .	14
Family Living: Homemaking Programs in the - Junior High School . .	15
- Senior High School . .	24
Three Approaches to the Study of the Family Life	43

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TOWARD THE IMPROVEMENT OF FAMILY LIFE THROUGH EDUCATION

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Speaking recently at the University of Illinois, Margaret Mead described this as the period of the most rapid change the world has ever known. Eric Johnson, in an article in the September, 1958 Journal of Home Economics, stated that, "There is no denying that this is an era of change, a time in which the only thing fixed and certain appears to be change itself." It seems that almost every day brings new wonders in the realms of science and technology. And, sensitive to every change wrought by these wonders is the social institution of the family!

In Family Development, page 26, Duvall points out that:

> "The powerful complex of industrialization, urbanization, and secularization has drastically changed the functions of American families in recent decades. No longer imperative are the once all-absorbing demands of economic productivity, education, medical attention, recreation, protection, religion--all essential functions of the pioneer, rural, old-fashioned large family."

She recognizes as the functions of the modern family the personal development of its members through "affectional security, continuity of guidance, and cultural interpretation."

In this twentieth century there have been a number of changes in family life of which those planning educational programs aimed at the improvement of family life should be aware. The following list of these changes is from Chapter II in Family Development by Duvall.

Changes in American Family Life

First, a change that we have heard mentioned frequently is this: families have moved off the farm. Helen Hurd, in an article entitled "Implications of Changing Social and Economic Conditions for Our Changing Programs" in the February, 1956 Journal of Home Economics, stated that, although, in general, the rural population has decreased, the rural non-farm population has increased.

Families have moved from production to consumption. Problems of selecting and purchasing goods loom larger in the mind of today's homemaker than do problems related to producing goods in the home. When home production is undertaken today it is more often for creative satisfaction than because the goods are unavailable on the crowded market shelves.

For home economists this change in family living raises a very important question. Should we not be much more concerned with the education of the homemaker as a careful shopper and a wise consumer than most of us have been in the past? Unless we revise our curriculum in response to

changes in family living, we may find that we are educating people for a kind of homemaking that is long gone!

Margaret Mead, in her speech at the University, reminded us that, although the United States and Canada have only about one-seventh of the world's population, the people of these two countries consume about fifty percent of the world's natural resources. She stated that our responsibilities as such hearty consumers are great. Our contributions in terms of demonstrating wise consumption of these goods should be commensurate with our satisfactions in their use.

Families have shifted from an economy of scarcity to an economy of abundance. "Waste not; want not." "Fix it up; wear it out; make it do; do without!" These were the watchwords of the thrifty family of the past with its paper drawer, ball of string, and grease bucket. Not so today! Today's family brings joy to the heart of the manufacturer and the advertiser by "getting the new model" and discarding or "trading in" the old. Few families go without a desired product if the down payment can be scraped together!

Duvall states that families have become smaller. She adds,

> "A large family does not make sense today as it did in Grandfather's day. Then a man was blessed with many sons, and he welcomed every new pair of hands on the place where so much had to be done. Today's city family has neither room nor jobs for the aging and dependent relatives who used to be welcome in the home. Children, once an economic asset, today are a financial liability: 10 to 20,000 dollars are needed to raise a child to maturity[1] in a city home, where space is limited and children's jobs are nonexistent."

Families work less and live better. The present high standard of living enjoyed in our country is achieved with fewer hours of labor than our grandparents spent--and it is expected that the future will bring even higher standards of living and shorter and shorter work hours. In an article, "More Spare Time--But for What?" in the August, 1958 Changing Times, the following statements were made:

> "If leisure is the opposite of work, then Americans have a lot of it and a lot more is coming.
>
> Already, in the twentieth century, more than 20 hours have been lopped off the average work-week. As recently as 1929, most people worked 50 hours; in 1900, they worked 60 hours a week. Moreover, vacations have expanded from a virtually unknown luxury to two- or three-week holidays.

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[1]Figures from The Money Value of a Man by Louis Dublin and R. J. Lotka.

> But automation has even greater gifts for us. By 1975 according to the most conservative predictions, and as early as 1960 according to others, many of us will be working only four days a week, and the four-weeks-a-year vacation will be the rule rather than the exception.
>
> If all this comes true, it will mean that the 2,000 hours or so of free time we now have each year will be expanded to 2,500 hours in which we will toil not."

What is the contribution of home economics in preparing students for a worthy use of leisure time? Perhaps part of the answer lies in our teaching of family relationships. We study "family life today" and learn about the changes in family living in recent years. We read and we discuss and we role-play. We concern ourselves directly with the problems related to an increased amount of leisure time for family members. Perhaps another part of our answer lies in the creativity fostered in homemaking classes when food preparation, clothing construction, and home furnishings are well taught.

At this point, we feel impelled to add that we do not believe that a whole home economics program should be developed around education of family members for worthy use of leisure. This is an important objective--but, perhaps over-used by those who seek justification for a program primarily concerned with the development of homemaking skills.

Families are established in larger numbers and at younger ages now. It seems that few advanced high school homemaking classes these days lack for at least one bride--or young husband! And, most have a number of young people who are engaged and planning to marry soon after high school days are over.

Duvall, on page 34 in Family Development, states that,

> "People can afford to get married in larger numbers and at younger ages now than used to be the case. The young wife as well as her husband can find work and jointly support the marriage at least in its first months or years. Neither military service nor continued education deters young people from marrying at earlier ages than ever before."

Ruth Cavan and Grace Beling of Rockford College report on a study of high school marriages in the Teacher Exchange for High School Family Life Educators for August, 1958. To explore the subject of high school marriages in Illinois, a survey was made among its public schools in cities with a population of 10,000 or more. A questionnaire was used to collect data regarding frequency of marriage and school policies and practices related to marriage of high school pupils. To summarize the findings,

> "In the 60 participating schools having one or more marriages during the 1956-57 academic year, it was found that

among girls 1.4% of the sophomores, 1.8% of the juniors, and 4.1% of the seniors were married. Among the boys, 0.1% of the sophomores, 0.2% of the juniors, and 0.7% of the seniors were married. Girls outnumbered boys seven to one. Thirty-eight and nine-tenths per cent of the married boys and 65.8% of the married girls dropped out of school at the time of marriage."

With people marrying younger and in larger numbers, we may well ask ourselves: How well prepared are these young people for the mature and exacting roles of husband and wife, father and mother, in the present day family? What kind of education for marriage and family life should be provided? When? Are we providing too little too late?

Family roles are more complex and flexible today. In grandfather's day everyone knew what was expected of husband, wife, and child in the home. There was agreement on "woman's work," "man's work," and the child's expected contributions to the family group.

Today, roles of family members are more complex and expectations differ from family to family. In over 40 percent of our American families the wife works outside the home, either full-time or part-time. She and her husband may share household tasks; woman's work and man's work are less clearly defined than in the past.

Duvall says that, "In general, the trend is for both husbands and wives to expect more of each other in the intangible roles of understanding companion, stimulating colleague, and loving, sympathetic parent." Helping to prepare young people for these demands of family life is one of the real challenges facing education in these times.

Family instability has increased. Divorce has become more common. According to reports from the Federal Security Agency, there were 7.9 divorces per 100 marriages in 1900, 8.8 in 1910, 13.4 in 1920, 17.4 in 1930, 16.5 in 1940, and 23.1 in 1950.

Divorce is more frequent among some groups than others in our country today. In general, we find that:[1]

Divorces are more frequent	Divorces are less frequent
Among city families	Among farm families
In states with lenient divorce laws	In states with strict divorce laws
In inter-faith marriages	In marriages within same faith
In Protestant marriages	In Roman Catholic marriages
Among working class families	Among professional families
Among less educated people	Among better educated persons

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[1]Duvall, Evelyn Millis, Family Development, J. B. Lippincott Co., Chicago, 1957, p. 37.

Among teen-age marriages	Among more mature marriages
In first years of marriage	In later years of marriage
In childless marriages	In marriages with children

Adah Peirce, in an article, "The Family in the Anxieties of the Fifties," in Social Hygiene Papers published by the American Social Hygiene Association, 1957, wrote:

> "The average parents of our modern adolescents reached their own maturity at the end of the "roaring twenties," during the depression of the thirties, or in the midst of World War II. Certainly they have had little stability in their lives. Our economic, political, social and spiritual worlds have been completely distorted. It is the rare adult who is convinced that his economic security depends on his own initiative rather than on his reliance on the social security provided by the government or by some form of group insurance. His sense of values in terms of dollars is completely out of line with those which he had in his youth. Politically, he has had to shift from being an ethnocentric isolationist to being a citizen of the world with very unclear concepts of his responsibilities to his fellow citizens on the other side of the globe. He was once fairly sure of his social position and his responsibilities therein; but in our modern society with its concern for the dollar, he is neither sure of his social position nor of his responsibilities to those about him. Frequently the laborer for whom professional people once felt some responsibility is now earning a much larger income than those same professional people; and with his increased income, the laborer does not always develop much of a sense of responsibility for its expenditure. After being involved in the depression, World War II and the Korean war, the modern adult is very uncertain about his spiritual values. And the churches, which cling to old dogmas and rituals and are not seeking basic truths of a way of living, are not helping the confused adult to build a constructive, responsible life. Is it any wonder that these adults are not building sound family concepts as the parents of modern youth?"

Freedom of family members to be themselves has increased. Family members today exist not primarily for the family group but as individuals with rights, privileges, and values of their own. Many freedoms are open to individuals and to families today. The choices face us in bewildering array!

It would seem apparent that, in planning a program aimed at the improvement of family living, an imperative would be consideration of the changes in family life mentioned in the preceding paragraphs. In addition, if the program is to be meaningful in terms of bringing about desirable behavioral changes, consideration must also be given the characteristics and needs of those we teach.

Characteristics and Needs of Adolescents Related to Education for Improved Family Living

Dr. Mary Lee Hurt in Home and Family Life Education, a publication of The Department of Public Instruction, Lansing, Michigan (1957), lists the following characteristics and needs of junior and senior high school pupils in the area of personal and family living:

Pre-adolescence--Ages 11, 12

Characteristics	Needs
Rapid growth just preceding pubescence, especially in girls; girls mature before boys. Taller girl and shorter boy is sensitive. Stronger individuality, differs in physical maturity and temperament. Some display overweight, much fidgeting, placidity, others have drooping posture, fatigue; girls tire more easily than boys.	Need for understanding growing up process.
Competition keen. Organized games desired. Sibling rivalry develops.	Provision for wide range of individual differences; need for each child to excel in something at school and at home and to feel a part of group.
Prestige somewhat more important than adult approval; interest in one or two "best" friends; still needs family security.	Some may need help with posture, diet, and clothing to help overcome physical differences. Need help in living with younger brothers and sisters. Needs privacy in home and place for own things, opportunity to entertain "best" friends.
Interest in money making activities, some may work. Stronger interest in sex; girls begin to like older boys; boys not interested in girls.	Opportunities needed for some to secure work; help in spending money.
Ravenous but capricious appetites.	Help needed with eating balanced diet.

Early Adolescence--Ages--Ages 13, 14

Characteristics	Needs
Rapid physical growth often results in awkwardness. Serious lack of balance between bones, muscle, heart and lungs. Girls reach maturity one or two years earlier than boys, individuals vary in maturity. Feelings of inadequacy develop, if too different.	Need social activities for groups of boys and girls to develop muscular coordination and poise. Shy ones need help in becoming part of group. Quiet understanding and patience on the part of adults, but without prying, important.
Plays in boy-girl groups; boys more reluctant than girls. Important to be accepted; girls and some boys begin dating. Girls date older boys; have crushes on particular boy or girl friend, change over night.	Place needed in home for bringing friends.
Display fads and extremes.	
Act ashamed of home and family when with friends; vary in withdrawal and wishing to be with family.	
Varies in disposition.	
Interested in helping at home and with small children. Conflicts over homework, lipstick, allowances arise. Sibling rivalry continues.	Provide opportunities to try out own ideas in helping with responsibilities in home. Opportunities needed for caring for small children to provide additional desired earnings. Needs help in spending money so all will not be spent on fad of the moment.
Evidences anxiety and conflict over appearance of secondary sex characteristics.	Needs sex education in order to build up necessary control and to understand why needs to build them up. Girls especially need help with beginning dating problems.
Worries over school work and grades.	Needs help with school problems.
A number have part-time work.	

Middle Adolescence--Ages 15, 16

Characteristics	Needs
At 15 the complex, exasperating, quiet, rebellious child grows into a happy, friendly, better-tempered youth of 16. Feelings of grudge, revenge, violence may appear at times. Many conflicts with parents occur over number of nights out, time to get in, use of car, use of telephone, etc. Girls may spend so much time on social activities, are tired out. Fluctuates in helping at home. Gets along better with younger brothers and sisters--feels more grown-up than they. May be ashamed of home. Wants more money for clothes, movies, eating out. Most are dating, mostly in doubles and groups. Some girls are beginning to think of marriage.	Needs patience from adults as he grows through this stage. Feels need of support of parents but is reluctant to show it; needs to be treated as near adult as he can take. Needs some limits for behavior. Needs boy-girl social activities with adults nearby but not in evidence. Opportunities to help fix up living room, recreation room or kitchen needed. Needs job and help in spending money. Some girls need help in realizing the responsibilities of marriage.
Likes to prepare food for social gatherings, likes to eat.	Opportunities needed to learn to prepare food for snacks for friends.

Later Adolescence--Ages 17, 18

Characteristics	Needs
Boys have caught up with girls in maturity. Joins peer groups interested in adult activities.	Opportunities needed to join in discussion and activities with adults.
Developes insights into the behavior of self and others.	Needs help in understnading self and others.
Displays more self-controlled conduct and relies less on group pressures. Begins to feel social class mobility.	Needs help with resolving friendships with those in other social class groups. Opportunities to explore various beliefs and philosophies.
Developes ideals and philosophy of life.	
Developes firmer and deeper friendships; falls in and out of	Opportunities needed for making friends of the opposite sex;

love; is keeping steady company; some girls marry.	needs help with problems of going steady, engagements, preparation for marriage.
Develops understanding of own sex roles.	Needs guided opportunities to discuss sex.
Wishes to be accepted as adult member of family	
Is planning definitely for future. Eager to earn own money.	Needs help in finding jobs and use of money; counseling and help in finding a suitable field of work.
Wishes to develop poise and social graces.	Needs help with dress, appearance, manners.

Content for a program in family life education at the secondary level is implied in the characteristics and needs of pupils and in the changes in family living since the turn of the century. In addition, the developmental tasks of adolescence suggest emphases needed in such a program.

The Developmental Tasks and Family Life Education

A developmental task is defined by Robert Havighurst as "a task which arises at or about a certain period in the life of the individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by the society, and difficulty with later tasks."

In Family Development on pages 294-297, Duvall lists eight developmental tasks of teen-agers; these have been freely adopted from the schema used by Robert Havighurst in Human Development and Education, New York, Longmans, Green and Co., 1953.

The first of these is: Accepting one's changing body and learning to use it effectively. In our schools, we can help pupils develop an understanding of their physical selves, learn to care for their bodies in healthful ways, and learn to handle themselves skillfully in the many recreational, social, and family situations that require learned physical skills.

Recently, a high school counselor complained that in the course of a week, he had five high school pupils referred to his office because they had knocked books from their desks to the floor. He said, "They really didn't understand what the fuss was all about. If only adults would realize that a lot of these fast-growing youngsters can't control their new bodies! The pattern goes like this: Johnny swings around and knocks something to the floor with a thud, everyone laughs in exaggerated response to the situation (and this is typical adolescent behavior); the adult scolds; Johnny says he couldn't help it and becomes defiant; Johnny ends up in my office! We could do a lot to help teen-agers accept and learn to use their changing bodies if only we would calmly accept their awkardness as part and parcel of this stage of their development."

The second developmental task is: Achieving a satisfying and socially accepted masculine or feminine role. As we have noted, roles of the man and woman in the family have become more complex and varied. It may be more difficult today than in past generations for young people to determine what the masculine or feminine role really means. In family living classes, boys and girls may deal directly with questions regarding role behaviors expected of different family members.

Finding oneself as a member of one's own generation in more mature relations with one's agemates is the third developmental task. Duvall lists six related tasks which suggest objectives for family life education programs in the secondary school. They are:

1. Becoming acceptable as a member of one or more groups of peers.

2. Making and keeping friends of both sexes.

3. Getting dates and becoming comfortable in dating situations.

4. Getting experience in loving and being loved by one or more members of the opposite sex.

5. Learning how to get along with a wide variety of agemates in school, neighborhood, and community settings.

6. Developing skills in inviting and refusing, solving problems and resolving conflicts, making decisions, and evaluating experiences with one's peers.

Some may question whether the school should be concerned with helping adolescents meet these tasks. We believe that the school does have a responsibility and that pupils may receive such help through suitable educational programs. Remembering some of our own teaching experiences in the area of social and family relationships, we could not believe otherwise.

There was Hal--six feet and four inches of sturdy, uninhibited adolescence! He was a member of the junior-senior family living class. School had been in session about six weeks when the school librarian asked one day, "What on earth are you doing to Hal in that family living class? He's been reading books on etiquette in the library and didn't he hold the door open for me today! Wait! There's more. He has stopped flipping girls in the hall."

A few days later Hal asked in class, "Will you help me with a problem? I want to take my date for refreshments after the movie but I feel so awkward. I guess I just don't know quite how to do it right. Got a big date coming up." Several others nodded that they, too, would like answers to the same problem. The class read on this situation in

their family living books; then, Hal and teacher role-played the situation with others in the class offering helpful suggestions. When he felt at ease and had performed satisfactorily, the class summarized by listing some guides for this and similar dating situations.

Two days later Hal beamed at his teacher. "I did it," he said under his breath. She was a little puzzled. "Did what, Hal?" "Oh, you know, what we practiced the other day in class."

(Do you know why Teacher chose to role-play the dating situation with Hal, rather than having one of the girls take the part of his date? Here are the reasons: (1) A girl in the class might have been a possible "date" for Hal. Such a situation might have caused embarrassment, consequent giggling, and lack of seriousness. (2) Hal might have become embarrassed and ill-at-ease, thus failing to gain as much as he might from the situation. (3) The teacher might find it easier to analyze and criticize her own behavior in the situation than she would that of a student. By pointing out her own mistakes and suggesting ways she might improve, she set the stage for such a procedure on Hal's part.)

Then, there was Larry who stopped after class one day to say, "I'm glad we've been talking about how to get along with people here in class. These father and son talks really help me!"

At a recent church supper party for junior and senior high school pupils, 15-year-old Sylvia was heard to say, "I go steadily with him--but not steady." This comment precipitated a great deal of discussion among the 12 to 15 year olds at her table. From their conversation, the most casual listener might have deduced needs and interests in the area of personal and social relationships with which education might well be concerned.

The fourth developmental task is: Achieving emotional independence of parents and other adults. The school may help pupils to achieve this task in various ways. As pupils mature in years, increasing opportunities to share in planning, carrying out plans, and evaluating should be provided in order that they might have desirable experiences in decision-making, assuming responsibility, and accepting the consequences of their own decisions. In developing more mature relationships with adults, teen-agers need the understanding and acceptance of interested adults; they sometimes need to have the adults who are their parents interpreted to them--just as parents sometimes need an interpretation of their adolescents. A teacher of family living may be in a position to help the teen-agers and their parents develop a better understanding of--and communication with--each other.

Selecting and preparing for an occupation and economic independence. This is the fifth of the developmental tasks. Family living classes frequently include units on money management, a major responsibility, and frequently a problem, of today's homemaker. Sometimes units on careers are included, also. Certainly, education in the area of family living helps prepare for that most important of occupations--homemaking and parenthood.

Preparing for marriage and family life is the sixth of the developmental tasks. Duvall lists the following related tasks:

1. Enjoying the responsibilities as well as the privileges of family membership.

2. Developing a responsible attitude toward getting married and having a family.

3. Acquiring knowledge about mate selection, marriage, homemaking and childrearing.

4. Learning to distinguish between infatuation and more lasting forms of love.

5. Developing a mutually satisfying personal relationship with a potential mate through processes of dating, going steady, effective courtship, and becoming involved with a loved one.

6. Making decisions about the timing of engagement, marriage, completion of one's education, fulfillment of military service requirements, and the multiple demands upon young people of marriageable age.

7. Becoming ready to settle down into a home of one's own.

In one sense or another, almost all people are homemakers; even if one lives alone in a single, rented room, one has certain "homemaking" responsibilities. All people are family members; married or single, parents or childless, all of us are members of a family, and most of us carry some important family responsibilities, even though these may be of an affectional nature only. Most people marry and assume responsibility for establishing and maintaining a home. Most people have children and assume the responsibilities related to helping their children to develop in right ways. Surely education cannot ignore these most important aspects of life! Surely we owe it to our children to do all that we can to provide education that will help them to establish the kind of happy, secure, well-managed homes that will produce the healthy, growing, loving personalities the world so greatly needs.

We are not suggesting that the school take over all of the responsibilities of the home in preparing young people for marriage and parenthood. We are saying that the school ought to supplement what homes do, ought to provide support for what good homes are doing in this respect, ought to make up lacks where lacks exist in home teachings.

The seventh developmental task is: Developing intellectual skills and social sensitivities necessary for civic competence. Duvall lists some related tasks to which family life education may make some contributions. They are:

1. Developing concepts of law, government, economics, politics, geography, human nature, and social organization which fit the modern world.

2. Gaining awareness of human needs and becoming motivated to help others attain their goals.

3. Acquiring problem-solving methods for dealing effectively with modern problems. (Problem-solving methods may be learned as effectively in homemaking and family living classes as in any other.)

4. Gaining abilities to communicate competently as a citizen in a democracy.

5. Becoming involved in causes and projects outside oneself and becoming a socially responsible person.

Developing a workable philosophy of life that makes sense in today's world is the eighth of the developmental tasks. This includes selecting worthy standards, values, and ideals to live by. Family life education fails miserably if it does not help students to develop a sound sense of values, realistic, worthy standards, and wholesome ideals in relation to themselves, their present families, and their families of the future.

"Acceptance, encouragement, and guidance are pivotal requisites for many a teen-ager in accomplishing these manifold tasks of growing up." (Duvall, Family Development, p. 298.) The home has a most important part to play--but so does the school!

In Home and Family Life Education, a publication of The Department of Public Instruction of Michigan (1957), W. R. Cleminson, a school administrator, wrote regarding the responsibility of the schools for providing education for home and family living and the nature of the particular course in his school:

> "Parents know that today's children are living in a world of conflict and unrest. The training of their own youth does not always provide the answers they need to help children of today. It has thus become the business of the schools to provide a place where teen-agers can talk together with understanding counsel. Parents, in most cases, have given their children a good foundation. With the world about us changing so much from day to day, we believe courses such as Effective Living help students to learn from past experiences, to learn why they behave as they do, and what they can expect of themselves tomorrow. Schools, in this way, can supplement the very fine work which the home has already been doing. Parents still have the most important work in training their children. The schools, through such courses, aid the parents. Schools cannot, nor do they want to, do the job for parents."

Another Michigan school administrator, John H. Houghton, stated that a course in home and family living "recognizes the importance of the home

in our social structure and represents an attempt to strengthen it through an educational approach."

Who Is Responsible for Family Life Education in the Secondary School?

In a speech at a state curriculum workshop in Indiana several years ago, Rua Van Horn supplied an answer to this question when she said:

> "It seems to be quite generally agreed by many of our leaders that a 'family life education' program is a cooperative educational program to which all education may contribute. It is an inclusive, general term, and not one which we (in home economics) are entitled to apply to our work alone. We might think of it as an umbrella or tent that covers several groups. We doubtless are entitled to one of the largest blocks of seats under this tent, but health education, biology, general science, social studies, elementary education, English, and music are some of the other subjects which are also entitled to some seats, for they, too, contribute to an individual's enrichment for more effective participation in family living."

Recognizing that all areas of subject matter have a contribution to make to education for home and family living, we will be concerned here with the contributions that are made or might be made through home economics.

Emphases at the Various Levels

Members of the workshop on the teaching of family living at the University of Illinois during the summer of 1958 developed for their own use a curriculum guide for family relationships and child development at the elementary and secondary levels. Considering changes in family life and the characteristics and developmental tasks of pupils, they decided that the following emphases might be appropriate at the indicated levels:

Grades 6-8:	Making and keeping friends Being a better family member Sharing in the care of young children
Grade 9:	Maintaining harmonious relationships with family and friends Dating problems
Grade 10:	Being an effective member of my home and the local, state, and world community Understanding myself through understanding children

Grades 11-12: Looking ahead to marriage
Establishing a home
Looking ahead to parenthood: child development and guidance

Family Living in the Junior High School Homemaking Program

During the workshop on teaching family living, Mrs. Olivia Patton and Mrs. Ozella Robinson developed a unit of study for the junior high school level. Three major areas of emphasis were included: (1) understanding myself and others, (2) making and keeping friends, and (3) being a good family member. Objectives for the unit were as follows.

I. Understanding Myself and Others

Understanding how my body is changing.
Understanding how my feelings affect my actions.
Understanding more about family values and how they influence choices.
Increased understanding of my parents and their points of view.

II. Making and Keeping Friends

Desire for harmonious relationships with others.
Understanding of qualities desired in a friend.
Knowledge that friendships begin with self and that one must go half way or more in making and keeping friends.
Understanding how to make friends in my own age group.
Appreciation of the importance of friends in one's life.
Understanding how I might become a better friend.
Understanding of the importance of courtesy in maintaining good relationships with others.
Increased ability to develop and maintain good relationships with others.

III. Being a Good Family Member

Understanding of the responsibilities of various family members.
Increased appreciation of other family members.
Understanding that family members may be the best of friends.
Increased ability to be friends with other family members.
Realization that people of different ages enjoy many of the same things.
Understanding my family better by learning what they like and enjoy.

Understanding the value of cooperation for successful family work and play.
Understanding how to select activities that my family will enjoy together.
Ability to plan and carry out some enjoyable activities with my family.
Interest in shared family good times.
Increased understanding that families differ and that there is no one pattern for successful family life.

Mrs. Patton and Mrs. Robinson suggested, among others, the following learning experiences.

Area I. Understanding Myself and Others

A. List your physical characteristics in three columns.

Like Mother	Like Father	Those I Cannot Explain

B. Discuss how certain adults have capitalized on physical characteristics:
Jimmy Durante--nose
Eddie Cantor---eyes
Martha Raye----mouth
Andy Devine---voice
Andy Griffith--rather soft features, naive expression

C. Have a display of unidentified snapshots of pupils as small children on bulletin board. Try to identify each. Discuss ways in which we have developed since we were small.

D. Using references, list the physical changes that occur as we grow up. Discuss: How do these changes affect the individual? How do they make her feel?

E. Use a question box for anonymous questions about "growing up."

F. Invite a doctor or a nurse to talk with class about the physical changes that occur as we mature and the importance of good health practices.

G. Read about and discuss the lives of famous persons who have overcome physical handicaps, as Helen Keller, Ben Hogan, Franklin D. Roosevelt, and Jane Froman.

Grades 11-12: Looking ahead to marriage
Establishing a home
Looking ahead to parenthood: child development and guidance

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G. Read about and discuss the lives of famous persons who have overcome physical handicaps, as Helen Keller, Ben Hogan, Franklin D. Roosevelt, and Jane Froman.

4. List others who share your home, as boarders, friends of family, etc.

_____

II. Your friends

1. If your mother said that you could bring a friend home to dinner, who would it be?_____

2. If this person could not come, whom would you ask?

_____

3. In case the second person could not come, whom would you ask?_____

4. Suppose you need help with a certain assignment and the teacher told you to ask a friend for help, whom would you ask?_____

5. If you were working on a home economics project, whom would you want to help you?_____

6. Write the name of the boy in your class who you think gets along best with his classmates._____

7. Write the name of the girl in your class who you think gets along best with her classmates._____

III. Your hobbies and other activities

1. What do you usually do:
   directly after school?_____
   in the evenings?_____
   on Saturdays?_____

2. If you have ever been to any of these places, underline them.

a circus	an opera
an art museum	a stage play
an amusement park	a summer camp
a roller rink	a radio station
a concert	a national park
a major league ball game	a stock car race
a foreign country	a farm

3. How often do you go to the movies?_____

4. What are the names of two of the best moving pictures you have seen?_____

5. Do you or did you ever take music lessons or other special lessons?_____If so, what?_____

6. What are your favorite radio programs?_____

   Your favorite TV programs?_____

7. What chores do you do regularly at home?_____
   _____
   _____

8. Do you have a hobby?_____If so, what?_____

9. Do you have a library card?_____What are some good books you have read lately?_____
   _____

10. What magazines do you often read?_____

11. Do you have a pet at your home?_____What?_____

IV. Your feelings

1. What three things do you most often wish you had or could do?_____
   _____

2. What things do you sometimes worry about?_____
   _____

Reasons for most of these questions are quite obvious. However, a special note might be made regarding questions 1 through 5 under II., Your friends. Answers to 1, 2, and 3 provide a basis for a sociogram showing friend choices within the group. Questions 4 and 5 might provide data regarding choices of helpers in two different work situations. From this data, two additional sociograms showing group structure and the position of individuals within the group might be plotted.

A reference helpful in understanding group structure is Understanding Group Behavior of Boys and Girls by Ruth Cunningham and Associates (Bureau of Publication, Teachers College, Columbia University, 1951). Chapter V relates the use made of sociometric data in understanding and working with groups of pupils.

In Mrs. Cordes' questionnaire, questions 6 and 7, Part II might also be helpful in understanding relationships within the group. In addition, the teacher, through observing the behavior of the "most chosen" and "least chosen" pupils in the group, might gain clues as to qualities her pupils consider important in getting along with others.

Answers to the other questions will not only give the teacher a better understanding of individual pupils, but will help in planning objectives and content for units of study on family and social relationships.

Sharing in the care of young children, a unit of study for junior high school pupils

As a member of the workshop on the teaching of family living, Mrs. Anna May Brummett developed a unit of study, "Sharing in the Care of Young Children." This was planned for the junior high school level. She suggests that the following devices might be used in order to determine pupils' experiences with and their attitudes toward children. These instruments would be given prior to the pupil-teacher planning of the unit and would provide one basis for such planning.

Experiences In Device I
Working With Children

Directions: Place a check (x) in the blank after the answer which tells of your experience with children.

1. Do you baby sit?
   - Yes _____
   - No _____
   - Sometimes _____
2. Do you like to care for children?
   - Yes _____
   - No _____
   - Sometimes _____
3. Do you get paid for baby sitting?
   - Yes _____
   - No _____
   - Sometimes _____
4. How often do you care for children?
   - Every day _____
   - Once a week _____
   - Twice a week _____
   - Once a month _____
   - Never _____
5. How long do you care for children at one sitting?
   - One to two hours _____
   - Two to four hours _____
   - All day _____
6. What age children do you usually care for?
   - Under 1 year of age _____
   - 1 year to 3 years of age _____
   - 3 years to 5 years of age _____
   - Over 5 years of age _____
7. Who are the children you care for?
   - Brothers or sisters _____
   - Neighbor children _____
   - Other children _____
8. When do you baby sit?
   - Afternoons after school _____
   - Evenings after school _____
   - Saturdays or Sundays _____

9. Have you told stories to small children?
   Often _____
   Sometimes _____
   Never _____
10. Have you directed children at play?
   Often _____
   Sometimes _____
   Never _____
11. Have you taught a Sunday School class of small children?
   Often _____
   Sometimes _____
   Never _____
12. Have you fed a young child?
   Often _____
   Sometimes _____
   Never _____
13. Have you put a young child to bed?
   Often _____
   Sometimes _____
   Never _____

Device II

How I Feel About Children

Directions: Read each statement. Place a check (x) in column which best describes how you feel about the statement.

Statement	Agree	Disagree	Uncertain
1. I believe children should be seen and not heard.			
2. I am glad I have or wish I had some younger brothers or sisters			
3. I dislike having children around			
4. I believe I set a good example for children.			
5. I believe children should be spanked when they misbehave.			
6. I often praise my sister or brother for doing something well.			
7. I would like to have a family when I am grown.			
8. I believe a small child should have his own room.			

9. I think caring for children takes a lot of time.			
10. I believe all questions a child asks should be answered.			
11. I feel it is not important for a small child to nap after lunch.			
12. I believe most children watch TV too much.			

These two devices should give some clues regarding interests, needs, experiences, and attitudes of pupils--all grist for teacher's mill when she is planning a unit of study and determining how best to plan with her pupils.

Mrs. Brummett developed the following list of objectives for the unit on sharing in the care of young children:

1. To increase interest in young children.
2. To understand the basic needs of young children.
3. To appreciate the place of young children as members of the family group.
4. To enjoy and appreciate children as individuals.
5. To recognize and understand some of the stages of child growth and development.
6. To understand some of the problems of younger children.
7. To understand some of the ways in which one may help young children develop the ability to get along with others.
8. To understand some kinds of activities enjoyed by children of various stages of development.
9. To understand one's responsibility when caring for children.

A few of the learning experiences for this unit suggested by Mrs. Brummett are:

1. List some of the basic needs of the pre-school child. Discuss ways the junior high school girl can help meet these needs.
2. Bring to class pictures that illustrate the needs of little children being met. These might be arranged on the bulletin board.
3. Select a committee to prepare a bulletin board titled, "Sharing With Little Children."
4. View the film strip, "Getting Acquainted" (Child Care Series, Young America). Look for basic needs of the child.
5. Plan and carry out a party for young children. In preparation, study activities enjoyed by children and wise guidance procedures. Write observations of party incidents. Analyze them in terms of "normal development for children of this age." Suggest guidance procedures. Give references for statements regarding normal development and guidance procedures.

6. Brainstorm the following problem: "Ways to make bedtime a happy time." Later, discuss suggestions made and analyze for effects on the physical, social, and emotional development of the child.
7. Prepare a baby-sitters' kit or two. Include appropriate games, toys, story books. Set up a loan service so that pupils who have a baby-sitting job might check it out for use as they would a library book.
8. Role play a family situation in which a small child is respected as an individual. Role play a situation in which a small child is not respected as an individual. Develop list of "guides to action" in enjoying and appreciating children as individuals. Discuss applications to own family or baby-sitting situations.
9. Prepare an exhibit of safe toys for children. Select those that will aid in their development physically, mentally, socially, and emotionally. Display the toys in a store window, in the display case in the hall, or in the public library. Include with the exhibit a poster listing factors to consider in selecting children's toys.

Family Living in the High School Homemaking Program

Ninth grade level--"Relationships with family and friends"

During the workshop on teaching family living, Mrs. Janie Carey and Miss Irma P. Burks developed plans for a ninth-grade unit of study on "Relationships with Family and Friends." Objectives for this unit were:

1. Knowledge and appreciation of good family relationships and means of strengthening them.
2. Ability to achieve and maintain satisfying relationships with family members.
3. Increased understanding of ways to achieve and maintain good relationships with friends.
4. Increased understanding of ways to develop good personality traits.
5. Increased appreciation of the importance of achieving desirable relationships with the opposite sex.
6. Increased ability to carry on appropriate conversation with date.
7. Increased understanding of socially acceptable ways of showing affection when dating.
8. Increased understanding and appreciation of the many activities couples can enjoy on dates.
9. Increased understanding of ways to meet and solve problems that arise in relationships with family members.

With a few adaptations, some of the learning experiences suggested by Mrs. Carey and Miss Burks were:

1. Cite ways in which families can develop a freedom to talk things over together. Discuss: What are the obstacles to good communication within the family? How may these be overcome?

2. Prepare a bulletin board titled, "Keep the Lines of Communication Open." In one corner show a mother and father talking on the telephone. In the other, show a teen-age girl also at the telephone. A cord connects the two telephones. Discuss meaning of the title and how it applies to pupils' own family situations.

3. Arrange for pupils to view a television program which presents a family situation, as "Father Knows Best." Discuss:

   What problem was present in this situation?
   Who was involved?
   What was done to solve the problem?
   Was the solution satisfactory to all concerned?
   Do families you know ever have problems like this?
   What are the causes?
   What do authorities say about situations like this? (Read in reference books.)
   What conclusions may we draw from viewing this program, our own related experiences, and the opinions of authorities?
   How may we apply these new understandings in our own lives?

4. Select an outstanding personality and analyze the personality traits that helped this person to succeed in life.

5. Develop a series of skits portraying "Not that way but this" on dating etiquette in the following situations:

   a. A school party
   b. A movie date
   c. A date at a restaurant
   d. Entertaining at home

6. Develop a list of topics for conversation on dates. Divide into pairs and practices carrying on a conversation. Then develop a list of "guides to action" in carrying on a suitable conversation on a date. Try out in own dating situations and write a brief note to the teacher telling about the results.

Tenth-grade level--"Being an effective member of my home and the local, state, and world community."

Mrs. Kathryn Leishner, as a member of the workshop group, chose to develop a plan for teaching family living at the tenth-grade level.

Workshop members, after reading about and discussing the characteristics of pupils of this age, felt that this was the stage at which pupils should be helped to "get outside themselves" and begin to be more keenly aware of their responsibilities as members of the local, state, and world community. They also felt that this new emphasis in the family living program would appeal to pupils of this age group. Consequently, objectives for the unit on "Being an Effective Member of My Home and the Local, State, and World Community," as developed by Mrs. Leishner were:

1. Understanding of the customs and cultures of people in other lands.
2. Understanding what customs of other countries have influenced the family life in our country.
3. Understanding of customs and cultures of our early American families.
4. Appreciation of comforts and conveniences of our modern life.
5. Understanding of the responsibility the family has for helping to maintain good community, state, and national organizations.
6. Understanding the importance of cooperation among families and among community members in promoting a better society.
7. Understanding of the importance of participating in local, state, national, and world affairs and the satisfaction it gives us.
8. Understanding of our responsibility for the condition of public property.
9. Understanding the importance of social customs as a basis for self-satisfaction and happy relationships with others.
10. Appreciation of the family as the basic unit of society.

Following are some of the learning experiences and the content to be taught in relation to the first two objectives:

Objectives:

Understanding of the customs and cultures of people in other lands.
Understanding that customs of other countries have influenced the family life in our country.

Content (in form of generalizations)	Learning Experiences
1. Our understandings of family customs in other countries may result in making our home life richer.	1. Read in social studies books or encyclopedias on family customs in other countries.

2. Although there are differences among families in different countries, there are basic similarities. For example, there are always family-type organizations, provisions for young in the family, similar problems in regard to establishing and maintaining family life, etc.

3. We become more appreciative of people of other countries when we understand their customs.

2. Use selected pictures from the book of photographs, The Family of Man published by the Museum of Modern Art, New York, to show aspects of family life in other countries.

3. Discuss ways in which family practices in other countries are alike and different from family practices in our country.

4. Prepare a bulletin board showing interesting pictures of family life in other countries.

5. Have a foreign student talk with the class on family life in his country.

6. Prepare an exhibit of art objects, handwork, and costumes from other countries.

7. Ask someone in the community who has visited a foreign country to talk to students. He may bring pictures or articles collected on his tour.

8. List our American family customs related to Christmas. Divide among class members for research on origins of the customs; report to class.

9. Read about and report on food, clothing, types of homes, etc., in foreign countries.

10. At Christmas time, prepare an exhibit of "Cookies Around the World." Serve the cookies and punch to parents following a program by the

physical education department, "Around the World Via the Dance Route" (folk and national dances of other lands).

11. Divide class into groups according to interest in certain countries. Read novels of family life in these countries. Discuss in class.

12. Begin a pen-pal club. Exchange letters with someone from another land.

13. Whole class adopt a child in another country through the Foster Parents Plan.

4. Many nationalities exist in American communities and influence our way of life.

14. Investigate in your community to discover how many nationalities are represented. (Chamber of Commerce may have this information.)

15. List the number of nationalities represented by class members.

5. We may gain increased understanding of peoples of other countries through reading, through talking with them, and through talking with those who have traveled in other lands.

16. Begin a collection of stories of family life in other countries. (For example, "I Married a Moslem" by Nancy Eidson Dabbagh in the November, 1958 issue of Good Housekeeping.)

Preparation for marriage and parenthood--Emphasis at the junior-senior level

Miss Wanda Graves and Miss Joyce Bradford, as members of the workshop group, developed two resource units--one on preparation for marriage and one on preparation for parenthood. With a few adaptations and additions, objectives for the unit on preparation for marriage included:

1. Understanding what marriage and family life mean today.
2. Understanding qualities desirable in a marriage partner.
3. Understanding the bases for a successful marriage.
4. Knowledge of preparation needed for a successful marriage and parenthood.

5. Knowledge of legal aspects of marriage and divorce in our state.
6. Knowledge of traditions surrounding engagement and marriage.
7. Understanding the roles of family members.
8. Understanding the changing roles of each family member from beginning family through aging family.
9. Understanding the spiritual factors which influence harmony and security in family life.
10. Understanding of the crises that may occur in family life and possible ways of meeting these crises.
11. Increased ability to solve own problems in family relationships.
12. Appreciation of own responsibilities today in preparing for marriage and parenthood in the future.

Miss Lois Armstrong, as a member of a graduate class in Home Economics Education at the University of Illinois, prepared the following topical outline for a unit in family relationships, including preparation for marriage:

I. The individual in the family

A. Basic needs
   1. Physical
   2. Psychological
B. Developmental tasks
   1. Adolescence
   2. Early adulthood
   3. Middle age
C. Mental mechanisms
   1. Desirable
   2. Undesirable
D. Solving problems
   1. The problem-solving method and application to solving problems in family living
E. Social behavior
   1. At home
   2. At school

II. Boy-girl relationships

A. Dating
   1. Purposes
   2. Causes for misunderstandings between teenagers and parents
   3. Growth patterns in boy-girl relationships
      a. Casual friendships
      b. General dating
      c. Going steady
      d. More serious courting
   4. Developing dating skills and behavior

B. Types and stages of love development
C. Kinds of maturity

III. Selecting a mate

A. Factors to consider in selection
B. Readiness for marriage
C. Engagement period
1. Purpose
2. Length
3. Etiquette
4. Problems

IV. Planning a successful marriage

A. Preparing ahead for marriage
B. Marriage ceremony
C. Marriage laws
D. Characteristics of a happy marriage
E. The honeymoon

V. Marriage: Husband-wife relationships

A. Adjustment to mate
B. Sharing responsibilites
C. Place of conflict in marriage
D. Problems of young married couples

VI. Parent-child relationships

A. Family cycles
B. Classes
C. Democratic practices
1. Family council
2. Working together
3. Playing together
D. Effects of parental training on personality of child

VII. Changes in family life

A. Social changes
1. Industrial
2. Educational
E. Recreational
4. Transportation and communication
5. Urbanization
B. Psychological changes
1. Democracy vs. patriarchy in family life
2. New philosophy of sex
C. Biological changes
1. Increase in life span
2. Advancements in medicine

VIII. Functions of the family

A. Biological
B. Affectional
C. Socializing

IX. Responsibilities of family to community and community to family

A. Neighborhood group
B. Civic responsibilities
C. Community services

The following check sheet might be used to motivate pupils and set the stage for pupil-teacher planning of a unit of study on preparation for marriage, as well as to help them ascertain their readiness for marriage:

Are You Ready For Marriage?[1]

The following questions have been prepared to help analyze readiness for marriage. Each question has a definite relationship to readiness. There are no right or wrong answers. Answer by drawing a circle around the "yes," the "no," or the "?". Use the question mark only when you are certain you cannot answer "yes" or "no." Work rapidly.

Yes No ? 1. Even though you may accept advice from your parents, do do you make important decisions for yourself?

Yes No ? 2. Are you completely independent in making decisions?

Yes No ? 3. Do you find pleasure in giving or doing things for others?

Yes No ? 4. Are you often homesick when you are away from home?

Yes No ? 5. Do you feel any embarrassment or uneasiness in giving or receiving affection?

Yes No ? 6. Are your feelings easily hurt by criticism?

Yes No ? 7. Do you enjoy playing or working with small children?

Yes No ? 8. Do you feel embarrassed or uneasy in conversations about sex with older persons or members of the opposite sex?

Yes No ? 9. Do you have a clear understanding of the physiology of sexual intercourse and reproduction?

---

[1]From Homemaking Education Progress Report, Family Living, Supplement No. 1, Vermont State Board for Vocational Education, Montpelier, Vermont, 1957, pp. 13-14.

Yes No ? 10. Do you understand the psychological factors determining good sexual adjustment?

Yes No ? 11. Have you had the experience of using some of your earnings to help meet the expenses of others?

Yes No ? 12. In an argument do you lose your temper easily?

Yes No ? 13. Have you dated as many as a dozen persons?

Yes No ? 14. Have you ever been deeply in love?

Yes No ? 15. Can you postpone something you want to do now for the sake of more enjoyment later?

Yes No ? 16. Have you thought considerably about financial costs of marriage and family rearing?

Yes No ? 17. Are you normally free from jealousy?

Yes No ? 18. Have the two of you discussed matters which might cause marital conflict? (Mark X those you have discussed)

_____financial arrangements
_____religious differences
_____attitudes toward sex
_____plans for having children
_____differences in family background

_____ 19. Do you look forward to the sexual side of marriage with (1) eagerness, (2) pleasant anticipation, (3) indifference, (4) disgust and aversion. (Put number of correct answer in the blank immediately to the left.)

Adaptations in the foregoing questionnaire might be made in terms of the anticipated content of the unit on preparation for marriage in a particular situation. Of course, if the questionnaire is used as it is or adapted for a particular situation, credit should be given the source.

An open letter to her son, Wink, was written by Jean Lee Hansen, an Iowa homemaking teacher, as a term paper for a course on Dynamics of Family Development at Iowa State College during the summer of 1950. Her letter, which follows, might be used to stimulate a discussion on readiness for marriage and the parent-child relationship at this time.

Dear Wink,

It wasn't too long ago that your father and I hung over your crib. You had been giving us a particularly trying evening. There was nothing unusual about that circumstance, but you had been conducting a little endurance test and you had almost convinced me that this time there was something seriously wrong. Now you were soundly sleeping with every apparent indication of perfect health. I drew a long sigh of relief and said, "I can hardly wait till he can talk." Your father, who had put in a particularly trying day on the road and, in addition, was having a bout with a wisdom tooth, thought he deserved a little attention from the girl friend and replied, "I can hardly wait till he grows up and gets married."

Well, here we are. Your father and I have reluctantly yielded full time to the glasses we bought only for reading, and, though your father retains his "girlish figure," I have definitely succumbed to that middle-age spread. We can hardly deny that you have grown up literally--six feet, one hundred and ninety pounds substantiate that claim--and figuratively--your economic independence testifies to that. Neither can I deny that this miraculously happened without growing pains, but I do aver that they were kept at a minimum.

You were ever independent from the time that you were small. I was both over-anxious to help you and impatient when you wanted to help me. You saved me from error by always insisting on "doing it" yourself. You soon outgrew the "Why did you let me do it?" stage and assumed full responsibility for your acts. You were only nine when quite of your own volition you insisted on paying back, a few pennies at a time, the half-dollar you lost on an errand. I had to school myself to take those pennies you earned so painfully because I knew you should learn the responsibilities of handling other people's money, but your own sturdy acceptance of the obligation made it easier for me. How glad I was the day you checked off the last penny of the chart you had made and hung beside the kitchen sink. Pennies didn't grow on trees in those days. It was still too close to the depression.

The gradual growth of your economic independence started when you began earning your spending money. I treasure the locket you bought me with your first "paper money." I can still see your earnest little face. (It was a dirty little face, but I warned myself just in time: "Mustn't destroy this moment",) You assured me that they had some cheap ones for 39 cents, but you had bought the best for me (59¢).

From that time on, you have always found your own jobs and earned your own money. I remember those jobs as eras of smells--the grocery store smell, the dry-cleaning smell, the hemp smell, but, worst of all, the wool smell, when you worked for the wool buyer and I had to take your soiled clothes to the garage to keep the rancid odor from permeating the whole house. Before I knew it, you were out of school!

That was a telling blow you dealt me when you decided that you didn't want to go to college. I couldn't quite get the perspective on it till your father asked me, "Are you most concerned about Wink's future or what you are going to say to your college friends?" That brought me up short. Your father had faith in your ability to decide for yourself, and you have vindicated that faith by the place you are making for yourself in the economic world.

Yes, you have grown up--but, so far you haven't married. I have always liked the girls you liked and somehow I have perfect confidence that any girl who wins your love will have mine, too. Not just because she is the girl my son chose, but in her own right. I have always taken great pride in the fact that you liked me as a person in addition to the love you gave me as your mother--in short, that we might have been very good friends even though we were not related by ties of blood. So, I would like, over and above the accidental "in-law" relationship, to be a dear friend of your wife.

A great deal has been written on the <u>whom</u> and <u>when</u> to marry. To me, the when seems most important. It is my theory that, if the when is right, the whom will automatically take care of itself. I do not mean "when" in terms of wages, electric refrigeration, maid service, or what have you, but in terms of your own development.

This readiness involves many things. Your attitude toward life is one of them. Do you think that the world owes you something? Do you say, "Why did this have to happen to me?" when things go wrong? Or, do you say, "This is my life and it is going to be pretty much what I make it." Do you realize that we grow just as much, probably more, by adversity than by good fortune?

When I was a college junior, a friend said to me, "Jean Lee, if a genii were to pop up in front of you and offer to grant your dearest wish, what would you ask?" And I gave an unpremeditated reply that I couldn't improve upon were the same question asked me today. "I would ask to live each day to the fullest," was my answer. Some of the days have been trying, some drenched with sorrow; yet, I have savored all of them and found all experiences enriching.

From the hour when we waken in the morning till we close our eyes in sleep we are constantly making choices. The wisdom of our choices reveals our sense of values. Lucky we are if we recognize what Reverend Hawley used to call the "eternal values." Talking about choices, I have wanted to tell you how proud you have made me by your choice of friends. In an age when it is considered quite ethical to choose and use your friends for your own material advancement, you go your own way, choosing your friends for what they are, unimpressed by possessions or accident of birth; and, having chosen them, you pay them a deep loyalty that is beautiful to see. It is a sign of maturity.

Maturity involves a perspective of the universe, a boundless universe that defies conception, governed by natural laws that give us

a sense of security. A universe which makes us feel infinitesimal, yet, inconsistent though it may seem, important. Here we are with only this one life to live--just a speck in the infinite. How important it is that we live it well. Our acts have permanent effects which, like energy, cannot be destroyed. They may lose identity, but there they are, good, bad, or indifferent, for eternity. Many years ago I found this line; the source has long since escaped me.

> "Our lives as we live them are passed on to others, whether in physical or mental forms, tinging all future lives forever."

That is an immortality I can understand!

Does this seem far afield from maturity? Believe me, it is not, and these attitudes will have a great effect upon the success of your marriage.

Young people make excessive demands upon marriage. Though they may pride themselves upon their realistic approach to life, in this they remain incorrigibly romantic. During the engagement when each is on best behavior, one seldom sees the other as he or she really is. One of the great adjustments of marriage is that of accepting one another on the level of everyday living.

When conflicts come, as they most certainly will, do not think marriage has failed. Conflicts are normal and must be used constructively to help build the marriage. Just don't let the conflagration spread like wildfire till it takes in the past, present, and future! Keep it confined to its own area. Exercise enough self-control not to say something that will cause you shame later.

There is a "bad time" for conflict and, of course, that is just the time it is most apt to occur. One of you may be hitting a new "low" or it may just be the wrong time of the month for your wife. I was years discovering that there was a correlation between the date checked on the calendar and the time I chose to feel ill-used and declare my rights. If you recognize these factors, you may avert the mistake of trying to reach a decision when you are not up to par. A few sympathetic words at a time like this may be more convincing than the most valid of arguments. Don't be afraid to admit that you are wrong if you see that reason is on the other side. When the time is ripe, reach a decision, act upon it as speedily as possible, and then forget it permanently. These things are more easily said than done, but these few insights may help you to see some situations more clearly.

There is no standard pattern for marriage. Each marriage is unique. You must cut your pattern to fit yourself and the person you choose to marry, and make the marriage of the materials that each of you bring. A strong biological urge usually brings young people together, but Mother Nature seems not to concern herself much after she has accomplished this end. The rest is up to you. It is most important, this

sexual adjustment, for, though it is just a part of marriage to be sure, if the sexual adjustment is attained, the other adjustments are more readily made. If it is not made, the effects are felt in all the other areas of marriage.

Do not expect this adjustment to miraculously happen just because you love each other so dearly. Here are two separate individuals with different backgrounds, different amounts and kinds of sex education, possibly different inhibitions, and different sex needs at different times. It takes patience and loving understanding to establish this relationship, but an infinite amount of patience seems worthwhile when, from some twenty-odd years of marriage, you can look back without nostalgia and say, "This is the best year of all."

Your new home will be different from the one you will be leaving. That is good. I'm sure you see the unfairness of expecting a young wife to start out where your mother left off after twenty-some years of experience; so, you won't be making any unfavorable comparisons. Your father and I do not feel that you owe us anything. You have more than repaid any worry or care just by being yourself. Your allegiance will be to the new home that you establish. I dare make such statements because I know that the love and understanding that exist between us defy the limitations of time and space.

You are a man. Truly, "my cup runneth over."

My love goes with you always,

Your Mother

Preparation for parenthood in the family living class

Family Circle magazine for November, 1958 carries an article, "Wanted: Parenthood Preparedness," by Elsieliese Thrope (p. 48 plus). Recent studies of Dr. O. Spurgeon English, head of the department of psychiatry at Temple University are described.

Employing a questionnaire, Dr. English made a study of the parent-preparedness of about 1500 Philadelphia high school and college students. According to Miss Thrope's article:

> "The results were startling. Dr. English and his team had anticipated some ignorance of child care, and superstitions about it. They were completely unprepared for the discovery that the students, irrespective of their sex, were often militant in their attitude toward children--although most of them said they liked babies and hoped to have two to four. These young people, with their disregard of a baby's emotional needs, would not only be tomorrow's parents but are today's baby-sitters.

A few of the questions used in the study and the findings were:

* Is breast feeding the baby a waste of time; old-fashioned and unnecessary; usually pleasant for the mother; a drain on the mother's health? As far as the baby is concerned, does breast feeding cause colic and crying; make him too dependent; lead to thumb-sucking; or is it usually better than bottle feeding?

28% labeled nursing old-fashioned.
13% thought it would encourage dependency.
A few frankly opposed it.
About 50% suspected the truth--that breast feeding is usually pleasant for the mother and important for baby's emotional development.

* Is the baby usually weaned (taken completely off the breast or bottle) before the age of six months; between seven and fourteen months; after fourteen months; after two years?

32% said "Before the age of six months."
Only 44% knew that the approved time for weaning is between 7 and 14 months.
More than 50% had little enthusiasm for the whole nursing experience.

* Should a child be toilet-trained at the age of six months; one year; two to three years; four years? An older child who repeatedly wets the bed does so most likely because he has weak kidneys or bladder; drinks too much liquid before bedtime; has an emotional problem; is spoiled?

About 42% thought baby should be toilet-trained before he is a year old.
This would be an excessive demand in view of the fact that the baby's nervous system is not ready for such complete training until he is two or three.
The relationship between bed-wetting and emotional difficulty was correctly associated by only about 44%.

* Should the parents of four-year-old Johnny, who refuses to eat his dinner, tell him why he should eat, then let him do as he likes; make a game of feeding him every other spoonful; insist that he eat, and punish him if he doesn't; coax him and offer him a reward?

18% were completely intolerant and would punish the child for disobedience. High-school boys, in particular, preferred to punish.
43% said that they would explain to Johnny why he should eat, then let him do as he liked.
In all, 79% gave a lenient response and "one that

was much more hopeful than their attitude to toilet training and weaning."

Although, in this study, the students were found to have considerable information regarding the physiology of pregnancy, they were, according to the report in Family Circle, "vague and usually downright punitive on questions dealing with a baby's emotional development. In the light of modern concepts, their views on nursing, toilet training, and fondling were sadly militant. And high-school girls--many of whom baby-sit--were especially intolerant. Experience and time will undoubtedly modify these young people's views, but now they're not prepared for parenthood." BUT YOUNG PEOPLE ARE MARRYING YOUNG AND BECOMING PARENTS YOUNG THESE DAYS!

During the workshop on the teaching of family living, Joyce Bradford and Wanda Graves prepared their second unit of study on "Planning for Parenthood." This unit was designed for high school juniors and seniors in a family living course. With a few adaptations, the unit objectives were:

1. To develop an appreciation of the joys, satisfactions, and responsibilities of parenthood.
2. To develop an understanding of the adjustments required for successful parenthood.
3. To develop an understanding of the ways in which children develop physically, mentally, emotionally, and socially.
4. To develop an understanding of the factors that contribute to the physical, mental, and emotional health of the child.
5. To develop an understanding of wise guidance procedures in caring for children.
6. To develop a feeling of responsibility for and interest in all children.
7. To develop a knowledge of laws, conferences, and agencies that are important to the welfare of children.

If objectives such as these are to be realized, the unit will have to be more than two or three weeks in length. Preparation for parenthood is not only a vitally important area of study but one that students find intensely interesting. Plan for at least 10 to 12 weeks. Plan for some experiences with real children--in a "play school," in elementary classrooms, at parties for children planned and carried out by the high school pupils. Students will love these contacts! So will the children!

Money management in the family living course for juniors and seniors

Increasingly, we are realizing the need for preparing our students for wise management of money--especially for wise buying in times when we are bombarded on every side with alluring advertisements aimed at parting us and our dollars. As a member of the workshop on teaching family living, Mrs. Lois Smith planned a unit of study on "Money

Management" for a coeducational class in family living. In the overview to her unit, she says,

> "Lack of understanding of the importance of good money management has often been cited as the cause of family tension and discord. Frequent references to this may be seen in newspapers and magazines today--pointing out the need for money management education. To a great extent, the welfare and happiness of our students and the welfare and happiness of their future families will depend on their ability to use their money resources wisely."

Objectives for the unit on money management, as developed by Mrs. Smith included:

1. Understanding the economic phase of life as one of the areas most frequently causing difficulty in marriage.
2. Understanding ways of deciding how the money will be spent, for what, and by whom.
3. Understanding the principles of making and using a budget.
4. Understanding what makes a good consumer.
5. Understanding that the projected spending of the income differs with the values of the family.
6. Understanding that the family's position in the life cycle is a major factor in planning the spending.
7. Understanding the use of systematic planning of spending to avoid fears and anxieties.

Family Fun--A Floating Unit

What is a "floating unit"? This is a simple idea but a rather interesting one. You simply plan a resource unit and then teach part here and part there throughout the year as it is appropriate. For example, you may plan a resource unit on family fun. Then, you may include it in the year's program in the form of sub-units on such topics as:

* Picnics for family fun
* Hobbies for family fun
* Family fun at Christmas
* Family fun in the holiday month (February)
* Family fun at Easter, etc.

Mrs. Pauline McCarthy prepared a "floating" resource unit on family fun during the workshop. Objectives for the unit were:

1. Knowledge of the value of play for all ages.
2. Understanding the place of play in relation to love, security, and belongingness in the family circle.
3. Understanding of the need for planning leisure time activities.

4. Interest in constructive recreation and leisure time activities that will contribute to the growth of each family member.
5. Understanding how families may have fun and develop cooperative social behaviors through doing routine household and outdoor jobs together.
6. Knowledge required for planning regular "family nights" for enjoyment and appreciation of family.
7. Knowledge of crafts and hobbies or other creative activities that might serve to meet basic needs of family members.
8. Understanding the values of planned TV and radio programs in the family fun picture.
9. Understanding ways to make family outings, trips, and camping expeditions enjoyable and meaningful.
10. Ability to plan special parties for family and guests.
11. Understanding how to plan and use an indoor play center.
12. Understanding how music and literature may contribute to family good times.

The following "sub-unit" on Family Fun at Thanksgiving might be part of a larger "floating unit" on Family Fun:

Family Fun at Thanksgiving
(3 days)

I. Objectives:

1. Ability to plan family fun that will include everyone.
2. Understanding of various ways in which families may have fun together.
3. Increased appreciation of all members of the family.
4. Increased ability to cooperate--to plan and work with others.

II. Learning experiences:

1. Read pamphlet, "Fun for the Family," by Margaret Brooks.
2. Have a grandparent talk on, "Good Times When I Was a Teen-ager."
3. Plan and carry out a party at school, including games and refreshments that are adapted to family "parties."
4. Plan, as a home experience, a family-fun evening for the Thanksgiving holidays.
5. Have dittoed sheets giving directions for family games and simple refreshments prepared for distribution to all students in the school or to all in homemaking classes.

III. Generalizations:

1. Families can have fun together in a variety of ways.
2. In planning activities for the whole family, it is important to remember that they should be suited to the age, physical development, and interests of its members.
3. If the family plans cooperatively for its good times, the different interests of the family can be considered more effectively.
4. Older members of the family, because of their breadth of experience, have a very real contribution to make to family good times.
5. Shared family good times contribute to the feeling of security of the family members.

IV. Teaching aids:

1. Bulletin board, Family Fun at Thanksgiving.
2. Pamphlet, "Fun for the Family," by Margaret Brooks.
3. Resource file of party suggestions and recipes for party refreshments.
4. Resource person--grandparent who can speak on topic suggested.

V. Means of evaluation (ways of collecting evidences of progress toward goals.)

1. Comments in class discussion.
2. Observation of way pupils plan and carry out class party.
3. Reports of home experiences carried out.
4. Comments of parents and other members of the family.
5. Any suggestions made for future units of study on family fun.
6. Pencil and paper test providing opportunity for pupils to apply generalizations to case situations.

Home experiences for the maintenance of good family relationships

Workshopper Miss Edna Swope developed a list of possible home experiences for the maintenance of good relationships within the family. A few of her suggestions for pupils were:

1. Prepare the evening meal once a week and then plan to do something for or with one of your parents. For example, prepare a chili supper for Dad and then accompany him to the ball game.

2. Make a list of family birthdays and celebrations. Remember each with a gift of some special service.

3. Once a week, prepare a special dish for grandparents and take it to them. If they live too far away, prepare a food that may be mailed, as cookies.

4. Prepare a list of home activities in which men's and women's roles seem to be changing. Discuss these with three generations of people: grandparents, parents, and young adults in own home or in the community. Based upon these conferences, class readings, and class discussions, draw conclusions regarding the changing roles of husband and wife in homes of today.

5. With Mother's help, plan two meals suitable for company. Stock an emergency shelf with needed supplies for these meals. Practice preparing the meals so that you can do so easily and efficiently when Mother entertains unexpected guests.

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A conscientious teacher puts a lot of time and energy into her work. Sometimes she gets a little tired and discouraged. But, then SOMETHING NICE HAPPENS--like a letter from a former pupil. And then, she says, "Maybe--just maybe--the homemaking class that this pupil and I shared had something (a little something?) to do with her feelings about her home and family today." It's pleasant to think so--that we have shared a bit in building attitudes toward home and family such as Goldie, a former homemaking pupil of one of the authors, expressed in her letter of a few months back!

Letter from Goldie

Dear Teacher,

Bet by this late date you think your last letter got lost. But, it didn't and I was so pleased that you finally got mine.

You know, sometimes I feel just a bit annoyed with myself that I am "just a housewife." And, then, quickly, I think again, and I honestly wouldn't trade places with anyone. Truly, I am happy and secure just being me--with tons of diapers to wash, millions of dishes, thousands of patches to sew! Each one in its own way is a challenge and once done, a somewhat peculiar, but nonetheless real, piece of art.

I suppose that sounds silly. I realize the happiness and satisfaction you have found in your work. And, believe me, I have found it in mine, too.

Do write when you have time.

My very best to you,

Goldie